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AUTHOR Sherby, Louise S.
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ABSTRACT

Subcommittee on Public Relations, Continuing Education (CE); State-wide Borrower's Card and School Library Specialist submit reports. The Public Relations Subcommittee makes nine recommendations. The general recommendations of the Subcommittee on CE include (1) the creation of a Steering Committee on CE; (2) the involvement in CE of three agencies; Rhode Island Library Association (RILA), Graduate School of Library Science at the University of Rhode Island, and the Department of State Library Services; (3) the association of RILA with the Continuing Library Education Network and Exchange (CLENE); and (4) the endorsement of the Continuing Education Unit (CEU) as a valid measure of noncredit activity. The Subcommittee on CE also presents a plan for the distribution of responsibilities among the three agencies in (2) above, and a three-year plan for CE in Rhode Island. This subcommittee report is supplemented by appendices on CLENE and CEU, and a selected bibliography. The Subcommittee on State-wide Borrower's Card recommends further study by an ad hoc committee; and the Subcommittee on School library Specialists reports there is no present plan to include this position in the State Department of Education. (WBC)

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Report and Recommendations of the Long Range Plan Implementation Committee to the Members of the Rhode Island Library Association April 1976

by

Louise S. Sherby

IR004278

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Report and Recommendations

of the

Long Range Plan Implementation Committee

to the Members of the

Rhode Island Library Association

April 1976

At the Mid-Winter Conference held at Providence College, February 20, 1975, the membership of the Rhode Island Library Association ranked in priority order the recommendations set forth in the report of the Long Range Planning Committee. The recommendations as ranked by the membership are:

(1) That a publicist be engaged to promote, using the media and the best professional techniques, the public, school, academic, and special libraries of Rhode Island.

(2) That the Rhode Island Library Association cooperate with the Graduate Library School and the Division of University Extension (soon to be called the College of Continuing Education) at the University of Rhode Island in the development of a sound program of continuing library education.

(3) That there be introduced in Rhode Island a state-wide public library borrowers card.

(4) That the Rhode Island Library Association actively promote the appointment of a School Library Specialist in the State Department of Education.

(5) That there be established in the Graduate Library School at the University of Rhode Island a Bureau of Consultation and Research designed to serve the libraries and information services, the librarians and information workers, of Rhode Island and New England.

(6) That there be established in Rhode Island a comprehensive system by which the bibliographic data made available to the New England Library Information Network from the Library of Congress via the Ohio College Library Center can be rapidly disseminated to any interested public, school, academic, or special library in the state.

(7) That the Rhode Island Library Association provide a forum within which the advantages and disadvantages of the unionization of library employees, professional and non-professional alike, can be thoroughly discussed.

On March 12, 1975, the RILA Executive Board passed the following motion:

That the Long Range Plan Implementation Committee be convened to consider means for implementation of the Long Range Planning Committee report with special attention to the first, second, and third priorities set at the Mid-Winter Conference; and to provide the Association specific information dealing with cost, personnel, and time.

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Therefore, on April 9, 1975, Robert C. Maier, chairman of the Professional Committee, convened the first meeting of the Long Range Plan Implementation Committee at the Warwick Public Library. Twenty persons had expressed an interest in the work of the committee and attended that first meeting. Of those original 20, 16 members have been able to follow through the work of the committee to its completion. The chairman would like to express her thanks to the present 28 committee members without whom this report would not have been written and a special thanks to those original 16 who have contributed a great deal of time and effort throughout the past year.

At that first meeting, the committee examined the charge from the Executive Board and decided to expand it to include the fourth ranked priority. The committee then decided the best way to carry out its charge would be to break up into four subcommittees. Each sub-committee would be responsible for one of the first four priorities as determined by the membership at the Mid-Winter Conference. Those subcommittees and their respective chairmen are, in order, (1) Public Relations, Jean Nash; (2) Continuing Education, JoAnn Fuchs; (3) State-wide Library Card, Sydney Wright; and (4) School Library Specialist, Irene Demers. A list of Sub-Committee members immediately follows this introduction.

The role of the Chairman of the Long Range Plan Implementation Committee has been primarily organizational. The Chairman has been responsible for seeing that the four sub-committees have carried out their charge, acting as a liaison with the RILA Executive Board, chairing meetings of the full committee, preparing the interim reports presented at the Spring and Fall (1975) Conferences and preparation of the final report.

The report itself is in four sections. Each section is the final report of each sub-committee. The sub-committee reports are arranged in their priority order. In instances where appendixes are included, they appear at the end of each section rather than at the end of the entire report; thus each section is a complete mini-document.

On behalf of the entire committee, the Chairman would like to express our thanks and appreciation for the help and support received from the RILA Executive Board and the membership during the past year. Even though we have not in every instance been able to satisfactorily complete our charge, we have made a strong beginning and trust that our recommendations will be carried out.

Louise S. Sherby

Long Range Plan Implementation Committee Members (1975-76)

	Library	Sub-Committee
Louise S. Sherby, Chairman	Rhode Island College	Continuing Education
Curt Bohling	Pawtucket Public Library	State-wide Card
Margaret Caldwell	URI Extension, Prov.	Continuing Education
Constance Cameron	Providence Public Library	Continuing Education
Ruth E. Corkill	Pawtucket Public Library	State-wide Card
Ann Crawford	Cross Mills Public Library	Public Relations
Charles Crosby	Providence Public Library	School Library Specialist
Nancy B. D'Amico	Roger Williams College	Continuing Education
Evelyn Daniel	URI - GLS	Continuing Education
Margaret M. Deignan	Providence Public Library	State-wide Card
Irene Demers	West Warwick Sr.High School	School Library Specialist
Ann Dickson		Public Relations
Janice DiFranco	Warwick Public Library	Public Relations
Alice Forsstrom	Warwick Public Library	School Library Specialist and State-wide Card
JoAnn Fuchs	Pawtucket Public Library	Continuing Education
Kathleen Gunning	Brown University	Continuing Education
Mary Ellen Hardiman	No,Providence Union Free L.	Continuing Education
Judy Hummel	Rhode Island College	Continuing Education
Diane Kadanoff	Cumberland Public Library	Continuing Education
Myron Kirkes	Pawtucket Public Library	Public Relations
Bea Lufkin	Dept. State Library Services	Continuing Education
Earleen McCarthy	Lincoln Public Library	Public Relations
Margaret Maryott	Rumford P.L.,East Prov.	Continuing Education
Jean L. Nash	Champlin Library, W.Warwick	Public Relations
Frank P. Notarianni	Rhode Island College	State-wide Card
Ann Parent	Oaklawn Branch, Cranston	Public Relations
Katharine H. Winslow	Narragansett Public Library	Public Relations
Sydney Wright	Warwick Public Library	State-wide Card

Former Members of the Long Range Plan Implementation Committee

Lea Bohnert	URI - GLS	Continuing Education
Roberta A.E. Cairns	Barrington Public Library	Public Relations
Leo M. Flanagan	Pawtucket Public Library	Continuing Education
Carol Letson	Mohr Lib., Johnston	Continuing Education
Elizabeth Minschwaner	URI - Catalog Dept.	Continuing Education
Matthias Newell	URI - Govt. Pub.	Continuing Education
Eloisa Robinson	URI - Catalog Dept.	Continuing Education
Binky Zownir	Hall Lib., Cranston	Public Relations

Section I:

REPORT OF THE PUBLIC RELATIONS SUB-COMMITTEE OF THE

LONG RANGE PLAN IMPLEMENTATION COMMITTEE OF THE RHODE ISLAND

LIBRARY ASSOCIATION CHARGED AS FOLLOWS:

> *"That a publicist be engaged to promote, using the media and the best professional techniques, the public, school, academic, and special libraries of Rhode Island."*

When the Public Relations Subcommittee of the LRPIC began its work in the Spring of 1975, questionnaires were sent to public libraries in R.I. to obtain imput from librarians as to the areas in which the publicist might be most useful. It soon became apparent that there would be no funds available from RILA to hire a publicist, however.

A new chairperson headed the committee in the Fall of 1975, and subsequent meetings of the Public Relations Subcommittee led to the belief that since it was impossible to carry out the original charge made to the subcommittee, the members of the committee would consider their ad hoc status, and make recommendations that could be carried out by the Public Affairs Committee of RILA, under Article IX of the ByLaws of RILA, whereby provision is made for a Public Relations Subcommittee.

Recommendations made by the PR Subcommittee of the LRPIC, and by members of the other subcommittees of the LRPIC include:

1. *A central location for exhibit materials that could be used by librarians in the state who do not have artistic skills or resources to make their own exhibits. Use of regional artists and/or space to be considered.*
2. *Greater contact with social service agencies urged.*
3. *A handbook of programs that have been successfully carried out by some libraries, and could be adapted for use by other libraries.*
4. *A new questionnaire to be sent to all libraries - not just public.*
5. *More contact with people at newspapers, radio and TV stations urged. More utilization of the RILA Bulletin to send out information*
6. *Looking into the purchase of media spots (such as Houston, Texas P.L. spot)*
7. *Contacting Library Public Relations Council concerning their program of publicity packets.*
8. *Obtaining copies of the John Cotton Dana Award scrapbooks (available on ILL from ALA Headquarters Library) and displaying them at RILA meetings.*
9. *Trying to obtain funding from the R.I. State Council on the Arts, the R.I. Foundation, or other sources.*

One project begun by the Public Relations Subcommittee and completed in March was the selection of a LOGO to represent RILA and libraries in general. There were only seven people who submitted entries (some sent more than one) in spite of the fact that the contest was extended, did receive publicity in the RILA Bulletin and notices were sent to schools and colleges. Patricia Couch of New Bedford, a student at the Graduate Library School, was the winner. She has received the prize of $25.00 and is expected to be at the Spring meeting of RILA. The Logo can be used on stationery or can be made larger for use on billboards and the like.

The members of the Public Relations Subcommittee feel there is a very great need for more public relations - for individual libraries, and on a state-wide basis - especially now when libraries are asking for increased funding. It is felt that having a lobbyist at the State House (now an actuality) is a step in the right direction.

Committee Members:

Jean L. Nash, Chairperson
Myron Kirkes
Janice DiFranco
Kitty Winslow
Earleen McCarthy
Ann Crawford
Ann Dickson
Anne Parent

Section II:

REPORT OF THE SUB-COMMITTEE ON CONTINUING EDUCATION OF THE LONG RANGE PLAN IMPLEMENTATION COMMITTEE OF THE RHODE ISLAND LIBRARY ASSOCIATION CHARGED AS FOLLOWS:

> *"That the Rhode Island Library Association cooperate with the Graduate Library School and the Division of University Extension (soon to be called the College of Continuing Education) at the University of Rhode Island in the development of a sound program of continuing library education."*

The sub-committee merged with the RILA Education Committee on April 9, 1975 and members began planning for a thorough study of the long-range proposal. The Continuing Education Sub-Committee began its work by surveying the CE needs of library and information science personnel within the state: first practicing librarians, secondly library administrators and thirdly library support staff. The results of the three surveys were tabulated and used as a resource in preparing this report. It should be pointed out that the committee's primary aim is to create a framework within which a viable state-wide program of continuing education might be carried out. Very definite suggestions for courses, seminars, and workshops will be made in the body of the report. These are meant as examples of the type of continuing education opportunities which might be offered not as the only ones that should be offered or as the ideal. Rather, they are presented as a starting point from which the state's library association can build a strong and meaningful program of continuing library education.

Input and advice has come from several members of the faculty of the Graduate Library School at URI, from the Department of State Library Services, from the URI Extension Division, and from the Rhode Island School Media Association-- as well as from all those individuals who responded to our surveys.

The chairman would like to thank all those who have served on the committee and also those who have helped in an advisory capacity. The committee's report will be in six parts:

I. Definition of Continuing Education.
II. General recommendations.
III. Distribution of responsibilities for CE
IV. Three-year plan for continuing library education in Rhode Island.
V. Implementation of the three-year plan.
VI. Appendices
  1. What is CLENE
  2. Definition of CEU
  3. Bibliography

1. DEFINITION OF CONTINUING EDUCATION.

Certainly one of the most significant issues facing the library science profession today is that of continuing education. In 1972 the National Commission on Libraries and Information Science conducted a series of regional hearings

designed to identify the concerns involved in meeting future information requirements. One of the prime national needs identified was continuing education for professional librarians, library support staff, and library trustees. The American Association of Library Schools has drafted a Position Paper explaining the need for coordinated action in this area:

> *"Present day economic developments, including changes in our society, the accelerated growth of new knowledge, the implications of new technology, and the increasing demands for additional or changing types of library, information and communication services support the assumption that continuing library education is one of the most important problems facing librarianship today. In recognition of these societal changes and increased demand for professional services, the library and information science professions should adopt a vigorous role in providing opportunities for continuing education for all their profession. Libraries designed to serve the information needs of the citizenry will not service fully unless librarians first share and agree on some fundamental ideas as to what constitutes a practical and feasible plan of continuing library education." (Special Libraries, Dec., 1973, pg. 580-581)*

As a result of the above hearings, NCLIS called for "a nationwide program of continuing education for personnel in the library and information science field." The commission's recommendations and the study that followed led to the formation of CLENE--the Continuing Library Education Network and Exchange in 1975. For purposes of this report we will accept the New England Library Board Continuing Education Task Force interpretation of CLENE's definition of continuing education:

> *"Continuing education is any activity that involves refreshing or updating a person's education, diversifying to a new area within a field, or learning greater than or different from the body of courses required for entrance into the field. Continuing education assumes that the individual carries the basic responsibility for his or her own development and that lifelong learning is necessary for everyone to prevent obsolescence."*

II. GENERAL RECOMMENDATIONS.

A. That there be created within the Rhode Island Library Association a standing committee to be called the Steering Committee on Continuing Education, the basic functions of which shall be promoting and coordinating continuing education programs for library personnel in the state. This Committee should be appointed by July 1, 1976. (See Part V)

B. That there should be a delineation of responsibilities for continuing education of library personnel among the individuals and groups concerned. Three agencies in Rhode Island should assume major responsibility for planning in this area: The Rhode Island Library Association, the Graduate School of Library Science at the University of Rhode Island, and the Department of State Library Services. (See Part III)

C. That the Rhode Island Library Association join the Continuing Library Education Network and Exchange (CLENE) as an institutional member. (See Appendix I)

D. That the Continuing Education Unit (CEU) be endorsed as a valid measure of non-credit educational activity and that its acceptance and use be recommended to those agencies planning continuing education programs and to library directors in granting recognition for staff development. (See Appendix II)

E. That the Three-Year Plan submitted in this report be revised and updated annually. (See Part IV)

III. DISTRIBUTION OF RESPONSIBILITIES FOR CONTINUING EDUCATION.

A. The Graduate Library School at URI. It is recommended that URI-GLS:

1. Offer two courses per semester geared to the needs of practicing librarians at a time and location convenient to them.

2. Offer two institutes per year on topics of current and timely interest to the profession.

3. Continue the Colloquia series now being offered; some programs to be offered in the evening or on weekends to accomodate working librarians.

4. Encourage faculty participation in continuing education efforts by:

a. creating and funding a faculty position specializing in continuing education.
b. encouraging faculty to serve as resource persons, leaders, and consultants in their areas of expertise.
c. conducting research in areas related to continuing education, such as the efficiency of new and different modes of CE.

B. The Rhode Island Library Association. It is recommended that RILA:

1. Establish a continuing education standing committee within the association structure, namely the Steering Committee on Continuing Education. (Details in Part V)

2. Through its Steering Committee on Continuing Education, assess on an ongoing basis the priority CE needs of library personnel within the state.

3. Through its Steering Committee on Continuing Education keep its members abreast of continuing education developments on the regional and national scene.

4. Through its Steering Committee on Continuing Education, identify needed continuing education programs, either sponsoring them itself or recommending their sponsorship by the appropriate institution.

5. Through the RILA Bulletin make available information on continuing education programs.

6. Commit conference time and resources to continuing education.

7. Assist in setting standards and guidelines for continuing education programs.

C. The Department of State Library Services. It is recommended that DSLS, through the Department itself and through the interrelated library system:

1. Work to justify continuing education for librarians to the state funding body so that adequate support for such activities can be secured.

2. Continue to play a prime leadership role in developing needed workshops, institutes and seminars on topics of interest to the profession.

3. Continue to provide consultant services in all areas of library work.

4. Provide a link between individual libraries and nationwide and regional plans.

5. Provide a role model by instituting sound internal training and staff development programs.

IV. THREE-YEAR PLAN FOR CONTINUING LIBRARY EDUCATION IN RHODE ISLAND.

Implicit in the CLENE definition of continuing education is that CE should be provided for all levels of library personnel, both professional and supportive. Basic to the long range plan which follows is the concept that all library continuing education programs be open to all library personnel, although they may be geared more directly to one target audience than another.

A logical division of subject matter seems to exist in continuing education. Professional conferences and meetings introduce a topic, arousing interest, but rarely have time to go beyond that. Institutes and workshops offer an individual the opportunity to pursue one subject in some depth. Where even greater information on a topic is desired, a course may be the best vehicle. The committee recommends that topics having a well-defined body of knowledge be covered by more formal educational formats (courses, seminars, etc.). Newer, more provocative subjects are better served by conferences or meetings. Also, certain areas of knowledge in library science lend themselves to a regular updating of new developments: reference materials, serials, and technical services for example. In the three year plan that follows, the first year will be outlined in some detail. For the second and third years, suggested topics and formats will be offered.

YEAR ONE:

A. RILA CONFERENCE TOPICS.

1. Mandatory CE for professional librarians

Target audience: professional librarians; library administrators; library trustees
Library: All

2. Horizontal and vertical career ladders

Target audience: professional librarians; library trustees
Library: Public and academic

3. New trends in copyright laws and legislation

Target audience: professional librarians; library trustees
Library: All

4. Reactions to the NCLIS report

Target audience: professional librarians; library trustees
Library: Public, academic, and special

B. MEETINGS AND WORKSHOPS

1. Personnel evaluation (evaluation approaches; interview procedure; appeal procedure) -- a 1 day workshop

Target audience: post-MLS librarians; middle and upper-level management
Library: All

2. Use of audio-visual aids in children's programs -- juvenile book meeting

Target audience: professional librarians and support staff
Library: Public and school

3. Commercial processing and its alternatives in technical services -- ½ day workshop

Target audience: professional and support staff
Library: Public, school, and academic

4. The reference interview and other techniques -- ½ day workshop

Target audience: professional librarians
Library: Public and academic

C. INSTITUTES (URI-GLS, and/or RILA, and/or DSLS)

1. Institute on budgeting and financial management -- 3 days

Target audience: professional librarians; administrators; library trustees
Library: Public and academic

2. Institute on the library and the computer -- 2 days

Target audience: professional librarians
Library: All

D. FORMAL COURSES (URI-GLS)

1. Library architecture

2. Goal-setting for libraries

3. Film librarianship / videotape communication

YEARS TWO AND THREE:

The committee recommends that the following topics be emphasized during years two and three:

A. RILA CONFERENCE TOPICS
   1. Job sharing/flexible work week/permanent part-time employment
   2. Evaluation of reference services
   3. Organization of special materials
   4. Intellectual freedom/censorship
   5. Building young adult collections
   6. Writing acquisitions policies (print, A-V, special, rare, and gift materials)

B. MEETINGS AND WORKSHOPS
   1. Selection tools for A-V materials (hardware and software)
   2. Standards for cataloging non-print materials
   3. The video-tape, video-disc revolution
   4. Adult functional competency (literacy and life skills)
   5. Fundraising for libraries
   6. Revision of the Anglo-American Cataloging Rules--pros & cons
   7. Subject collections vs. general collections
   8. Formulating library procedures
   9. Responsibility for children's services (school vs. public libraries)
   10. Building reference collections

C. INSTITUTES (URI-GLS and/or RILA, and/or DSLS)
   1. Performance measurement
   2. Libraries as information and referral centers
   3. Networking
   4. Bibliographic instruction (orientation for students)

D. FORMAL COURSES (URI-GLS)
   1. Comparative classification systems
   2. Human relations in management
   3. Evaluation methods for libraries

V. IMPLEMENTATION OF THE THREE YEAR PLAN

A. Organization and Membership of the RILA Steering Committee on Continuing Education

To promote and coordinate continuing education programs in the state of Rhode Island, RILA will create a standing committee that shall be called the Steering Committee on Continuing Education. The Steering Committee shall be composed of ten members who are appointed for two year terms. To provide continuity in the committee's activities over time, the members shall serve overlapping terms. Five of these members will initially be appointed for one year terms, while the other five shall be appointed for two year terms. Thereafter everyone will be appointed for two year terms. No individual shall serve more than two terms consecutively on the committee.

The members of the committee shall represent both the organizations responsible for providing continuing education programs, and the groups of librarians in the state who have continuing education needs. The members of the committee shall be:

1. One staff member from the Dept. of State Library Services, to be chosen by the Dept.
2. One staff member from the Dept. of Education who deals with libraries, to be chosen by the Dept.
3. One member of the RILA Executive Board, to be chosen by the Executive Board.
4. One member of the URI Graduate Library School faculty, to be chosen by the faculty.
5. One member of the URI Library Techniques Certification program faculty, to be chosen by the faculty.
6. One librarian from a R.I. academic library to be appointed by the Chairpersons of the RILA Standing Committees - (presently Professional, Administrative, and Public Affairs).
7. One librarian from a R.I. public library, to be appointed by the Chairpersons of the RILA Standing Committees.
8. One librarian from a R.I. school library, to be appointed by the Chairpersons of the RILA Standing Committees.
9. One librarian from a R.I. special library, to be appointed by the Chairpersons of the RILA Standing Committees.
10. One library support staff member to be appointed by the Chairpersons of the RILA Standing Committees.

The members shall elect a Chairperson from among themselves. The Chairperson will be responsible for calling meetings and seeing that the Committee fulfills its duties.

B. Duties of the Steering Committee

The committee shall perform the following duties:

1. Members of the committee shall assess on an on-going basis the continuing education needs of librarians in Rhode Island by consulting with their colleagues, and in particular, the groups that they represent on the committee.
2. The committee shall keep abreast of regional and national developments in continuing education programs and determine which of these developments are relevant to the R.I. situation. Members of the committee shall serve as liaisons with other state, regional, and national organizations attempting to develop continuing education programs such as the New England Library Board Task Force on Continuing Education, and the Continuing Library Education Network and Exchange. Members of the Committee will also serve as liaisons with intra-state personnel.

3. The committee shall recommend needed continuing education programs not already offered within the state to be sponsored by the institutions represented on the committee in courses, workshops, conferences, etc.
4. The committee shall gather information on continuing education programs relevant to libraries being offered both by libraries and institutions of higher learning. This information shall be made available to librarians through the RILA Bulletin.
5. When the need arises, the committee shall organize and present continuing education programs on topics of interest to the profession.

Committee members:

JoAnn Fuchs (Chairperson)
Margaret Caldwell
Constance Cameron
Nancy B. D'Amico
Evelyn Daniel
Kathleen Gunning
Mary Ellen Hardiman
Judy Hummel
Diane Kadanoff
Bea Lufkin
Margaret Maryott
Louise S. Sherby

Appendix I:

CLENE

Recognizing continuing education as a top priority, the National Commission on Libraries and Information Science (NCLIS) funded a study on continuing education needs. In 1974 the Commission released the formal, final report of the project[1] which proposed a nationwide continuing education facility called the Continuing Library Education Network and Exchange (CLENE). This report was accepted by NCLIS as a feasible plan in May, 1974.

The baric missions of CLENE are:

1. *To provide equal access to continuing education opportunities available in sufficient quantity and quality over a substantial period of time to insure library and information science personnel and organizations the competency to deliver quality library and information science to all; and*

2. *To create an awareness and a sense of need for continuing education of library and information science personnel on the part of employers and individuals as a means of responding to societal and technological change.*

The organizational components of CLENE are an Assembly, a Steering Committee, an Administrative Board, a Panel of Review and Evaluation, a CLENE Executive Director and a small central staff. (See Figure 1) The latter carries out the main processes of CLENE and continuously serves as an exchange and resource facility for individual library personnel and for component groups who are members.

Membership in CLENE is available to any individual, institution, organization, library, association or agency concerned with library information or media continuing education. Benefits and services available to members are determined by the membership category schedule:

Individual--receive Newsletter (CLENExchange), vote in Assembly, reduced rates for Assembly registration and for CLENE publications and Directory of National Continuing Education Activities--$10.00 per year.

Institutional/Association--including libraries (other than State Libraries), and other groups or corporations receive all benefits of Individual members (for one Delegate) plus access to the Continuing Education Data Base, and assistance in continuing education planning--$200.00 per year.

Sustaining--all benefits or Institutional/Association members (for one Delegate) plus one copy of all CLENE Board, Advisory Committee Minutes, Quarterly and Annual Reports--$1,500.00 per year.

NOTE: State Library Agencies or Continuing Education Consortia of State Library Agencies may have membership fees supplied on request from CLENE.

Presently, a Directory of National Continuing Education Activities is being compiled which will include workshops, institutes, seminars, as well as courses being offered throughout the country. This will be available on either an annual or semi-annual basis. In addition, a data base of continuing education activities is being created which will continually update this directory.

FOOTNOTES:

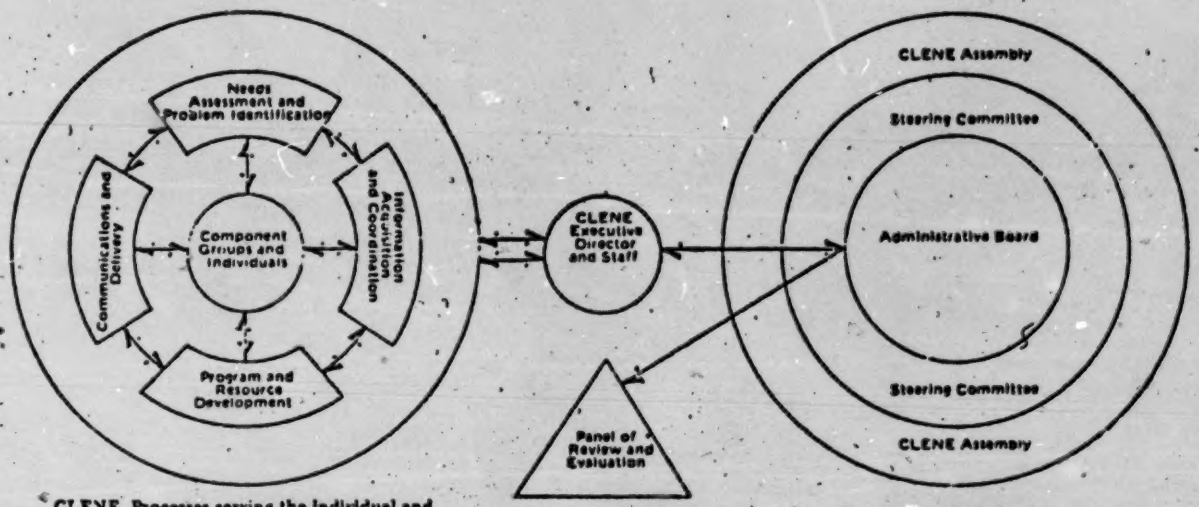
1. *Elizabeth W. Stone, Ruth J. Patrick and Barbara Conroy. Continuing Library and Information Science Education. (Washington, D.C., 1974)*

2. *ibid. pp. 3-2 - 3-3.*

CLENE

OVERVIEW OF CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE: CLENE

ULTIMATE GOAL: QUALITY LIBRARY AND INFORMATION SERVICE



CLENE, Processes serving the individual and local, state, regional, and national levels of the library and information science community.

Representative Structure of CLENE

What Needs To Be Done (Processes)	*Who Needs To Be Involved*
Needs Assessment and Problem Definition Information Acquisition and Coordination Program and Resource Development Communications and Delivery	Individuals Associations State Agencies Library Schools Libraries Information Centers Interest Groups

How CLENE Initiates, Supports, and Facilitates Its Getting Done	
Functions	*Part of CLENE Responsible*
Planning and Policy	Assembly Steering Committee Administrative Board
Implementation	Director and Staff
Evaluation	Panel of Review

FIGURE 1

Appendix II:
Continuing Education Units (CEUs)

CEUs are now being awarded by hundreds of educational institutions for completion of their non-credit, non-degree programs. Other organizations sponsoring CEUs are professional and technical societies, trade and industrial associations, government agencies, private companies, hospitals and similar institutions.

The National Task Force on the Continuing Education Unit defines the CEU as:

> Ten contact hours of participation in an organized continuing education activity under responsible sponsorship, capable direction and qualified instruction.[1]

The CEU can provide the student with a record or official transcript of his continuing professional development for use in his present job or for a prospective employer. It can also be used for certification, recertification and grade advancement.

The CEU may be granted for programs in almost any format such as institutes, workshops, weekend seminars or mini-courses. To help in deciding which programs should or should not be granting CEU's, the National Task Force has formulated two sets of criteria: administrative criteria and program criteria. The administrative criteria define the kinds of institutions and organizations elegible to award CEUs. The program criteria provide the guidance to determine whether or not any individual activity qualifies for the awarding of CEUs.[2]

CEUs are not awarded for the following types of programs: programs for which credit is available, indoctrination, induction or orientation programs, committee meetings or other organizational work sessions, annual meetings or conventions of organizations or societies, mass media programs, life experience or work experience, or self-directed study and participation in the activities of an organization.[3]

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1. John W. Enell. "The CEU Comes of Age," Engineering Education, 66 (November,1975), p. 147.
2. Ibid., p. 149. National Task Force on the Continuing Education Unit. The Continuing Education Unit: Criteria and Guidelines. Washington: National University Extension Association, 1974.
3. Enell, op. cit., p. 149-150.

Appendix 3:

BIBLIOGRAPHY

The following bibliography is a selected list of those readings considered by the Committee as being important sources on library continuing education.

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Stone, Elizabeth W., et al. Continuing Library and Information Science Education. Washington: Government Printing Office, 1974.

Stone, Elizabeth W., ed. "Personnel Development and Continuing Education in Libraries." Library Trends, 20 (July, 1971), 1-183.

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Section III:

REPORT OF THE SUB-COMMITTEE ON THE STATE-WIDE BORROWERS CARD OF THE LONG RANGE PLAN IMPLEMENTATION COMMITTEE OF THE RHODE ISLAND LIBRARY ASSOCIATION CHARGED AS FOLLOWS:

> *That there be introduced in Rhode Island a state-wide public library borrowers card.*

The sub-committee on the State-wide Borrowers Card concentrated on examining the Connecticut and Nassau County, Long Island experiences with this concept and also looked for receptivity and possible obstacles to the idea in Rhode Island.

We considered our purpose to be to see if such an idea would be practical for Rhode Island since it had been recommended in the RILA Guidelines of 1974 and voted by RILA membership as priority number three of the proposals the original Long Range Plan Committee.

We searched library literature for articles on the subject and conducted a spot check of Rhode Island library directors' opinions of the idea. We checked existing library limitations in the State and corresponded with the New Hampshire State Library Office.

On last September 10, we conferred with Samuel Molod, Connecticut Associate State Librarian, at his office in Hartford and examined materials he and his staff gave us. On that day we also visited the New Britain, Conn., Public Library and talked with the director and her circulation chief.

We studied detailed material supplied by the Director of the Nassau County Library System and in November met with the Director of the Department of State Library Services and some of her staff, and lastly, agreed upon the three recommendations in this report.

We think it would be good public relations and create a favorable image of libraries to offer this service and that the concept could be introduced in Rhode Island with few changes in existing library routines and for relatively little money because of our small size and the fact that most public libraries here already serve patrons living outside their geographical boundaries with out charge.

In the Connecticut experience with "Connecticard" and the Nassau County experience with "Direct Access", the Directors we consulted were enthusiastic about the service, said it was very popular with users, and that librarians were staying with it even if it did mean additional clerical reporting and staff time.

In both programs the idea was encouraged by paying each library which loaned more books to "outside" patrons than their own patrons borrowed elsewhere a sum of money for each "plus" transaction. In Connecticut there were no drop outs even though reimbursements from the State for each "plus" transaction dropped from ninety cents in 1974 to fifty-three in 1975. In Nassau County the reimbursement for number of items loaned above number of items borrowed is twenty-five cents a transaction.

A point noted in both systems was that there was no actual physical State or system-wide card. Everything was based on the patron presenting a local library card and being in good standing at his local library. In Nassau County patrons must have their cards stamped "Direct Access" by their library which will do this only if the patron owes no fine over $1.00.

There are no age limits in either program, that is, juveniles may use the service. In Connecticut materials may be returned to any public library; in Nassau County they may be returned only at the patron's own library or at the library where originally borrowed. Fines are paid at the library where books are returned. Lost book money goes to the library which owns the book. In Connecticut the lending library sends the first overdue notice to the patron directly but a final notice to the patron's home library.

In Connecticut the program is voluntary with 79 libraries participating and 40 not involved although their patrons may use the system. There are restrictions. In Nassau County no reserves are taken and no magazines, films, slides, tapes, records, microforms, pictures or A-V materials loaned to patrons not from the local area. In Connecticut no framed paintings, sculptures or films may be borrowed by non-residents but reserves are taken.

In Connecticut the annual cost of the program is $300,000. In Nassau County, more comparable in population size to Rhode Island although a third larger, the cost is $65,000 annually. In Connecticut Mr. Molod said the necessary money for the program was obtained because legislators saw clearly that this was a service for their constituents, and they were glad to introduce and support the legislation.

In Massachusetts, expanding the borrowing privilege beyond town lines has been written into the State standards. Within a set number of years a library which does not participate will lose its State grant. Some Massachusetts public libraries have already complied; others plan to give up the State grant, but it is believed the majority will take part.

A plan for Rhode Island would, of course, reflect the particular situation in our State which contains several libraries which charge a fee for non-resident use.

During the sub-committee meeting with the Director of the Department of State Library Services, Miss Drickamer suggested that the existing interlibrary loan network might be adversely affected, that the new program might be deemed a substitution for the existing one but agreed that the idea might be suitable for an RILA legislative effort some year when a carefully thought out plan and a bill to fund it might be introduced.

Recommendations:

This sub-committee recommends that the State-wide borrowers card be placed on the agenda of the Governor's conference on libraries for discussion.

Secondly, we recommend that an ad hoc committee be formed to draw up a plan for Rhode Island State-wide borrowing privileges which could be presented at regional or State-wide meetings for review and criticism or approval. This committee would consist of a member of the present sub-committee, a representative of the Department of State Library Services, a representative of the government relations committee, and two other interested librarians.

Thirdly, if sufficient support for the plan developed, the same committee and the government relations committee including the RILA lobbyist would write a bill to provide funds for the program. The two groups would then try to introduce the bill to the General Assembly in an appropriate year.

Committee members:

Sydney Wright (Chairman)
Curt Bohling
Ruth Corkill
Margaret Deignan
Frank Notarianni
Alice Forsstrom

(Note: Rules within curves are for the information of, and action by, librarians. They need not be made known to patrons.)

1. CARDS. A valid adult or juvenile public library card must be presented each time materials are borrowed. A card is deemed valid when it contains the name of the issuing library, the name and address of the person to whom it was issued, or, if a family card, the name and address of the head of the family, and a specific future expiration date.

2. LOANS. All library materials normally loaned by a library are available for loan except films, framed pictures, and sculpture.

3. CIRCULATION RULES. The rules governing circulation in the lending library control the loan. If possible, printed rules covering fines, term of loan, etc., shall be distributed to each non-resident patron at the time the loan is made.

4. RESERVES. Reserves and interlibrary loan requests will be accepted by the lending library under the same rules and policies applied to local residents.

5. RETURN OF MATERIALS. Materials may be returned to the library from which they were borrowed, to the home library, or to any public library in Connecticut. (If materials are returned to a library other than the one from which they were borrowed, it is the responsibility of the receiving library to return the materials via CONNECTICAR to the library from which they were borrowed.)

6. OVERDUES - FINES. Fines are paid when overdue materials are returned to the library from which they were borrowed. If materials are returned to a library other than the library from which borrowed, fines are paid to the library to which the return is made, payable at the rate normally charged by that library. All fine monies are to be retained by the library collecting them and are not refundable. Librarians returning materials to other libraries via CONNECTICAR should use the routing forms available from CONNECTICAR and indicate in section 5. of the form if a fine has been collected. (If fines are not paid when materials are returned, a notice of fines due should be sent to the home library to be collected, and retained, by the home library at time of re-registration or earlier.)

7. OVERDUES - NOTICES. Overdue notices are prepared by the lending library and sent to the home library for completion, if necessary, and mailing, telephoning, or other normal notice action.

   A copy of the final overdue notice is to be sent to the home library; the home library will contact the borrower and strongly urge him/her to return materials, pay any outstanding fines, and, if material is lost, to pay for lost material according to the policy of the lending library. The home library will notify the lending library of action taken and results obtained. The home library should refuse further service to the borrower if the amount owed to the lending library exceeds the home library's policy on eligibility of service. The home library should also notify the lending library, if it, the home library, would prefer to reimburse the lending library for materials and/or fines rather than have the claim referred to a commercial collection agency.

8. COLLECTION AGENCY. As a final step, in the retrieval of overdue and unreturned materials, the lending library may refer the case (with a duplicate report to the State Library) to the commercial collection agency operating statewide or having affiliated agencies throughout the state selected to provide this service. Materials, or payment for lost materials, retrieved by the collection agency(ies) are returned by the State Library to the lending library; fees for collection are paid from funds collected by the collection agency.

9. LOST AND PAID BOOKS. Payments for lost or damaged material are payable to the lending library. Payments may be collected in the home library, but, unlike fines, are to be forwarded to the library which owned the material. Refunds for "found" books are made following the lending library's normal policy.

10. CLAIMED RETURNED MATERIAL. When a patron claims to the home library that an overdue item has been returned, the patron is referred to the lending library. After a search (or searches in accordance with the lending library's usual procedure) has been made in the lending library, the home library should be notified of the results of this search. The lending library should notify the home library when records are cleared.

11. TEACHERS' PRIVILEGES. Special loan privileges will not be extended to teachers and other groups except at the home library.

12. STATISTICS. Within five days after the last day of each month, a report of "no circulation" or a count of library materials circulated to non-resident borrowers during the preceding month by each library lending to non-residents is sent to the State Library on forms provided by the State Library. Records of losses of and damages to library materials by non-resident borrowers are supplied to the State Library for statistical purposes.

Direct access enables patrons with adult cards to procure books in person from any the public libraries comprising the Nassau Library System. Two co-central librarie Levittown and East Meadow offer reference service in-depth to borrowers with dire access cards. In order for the plan to work effectively for all direct access patrons, uniform code of procedures has been adopted by the participating libraries.

EGISTRATION PROVISIONS

Any patron in good standing who is entitled to an adult resident's library card may have it stamped for the direct access privilege, which he must apply for in his home library.

The direct access privilege may also be extended to the out of district patrons of any library upon the payment of a minimum fee of $30.00 per year per family. Out of district patrons not desiring the direct access privilege will pay whatever annual fee entitles them to library privileges exclusively in the library they have elected to join.

A delinquent patron is defined as owing $1.00 or more in either money or materials or both. Under these conditions, he is not eligible for the direct access privilege.

ENDING & SERVICE POLICIES

Whatever free printed material is loaned by a library to its own patrons will be loaned to direct access cardholders. This material will include:

- Pamphlets
- Paperbound Books
- Children's Books
- All Adult & YA Books
- Pay Collection Books

This material will not include:

- Magazines
- Phonograph Records
- Films
- Framed Pictures
- Slides
- Micro-Form Materials
- Tapes
- Audio-Visual Equipment

The regulations governing the local borrower apply to the direct access patron with the following exceptions:

- Reserve and interlibrary loan services will not be extended to direct access patrons.
- Vacation loan privileges will not be extended to direct access patrons.
- Those exceptions do not apply to borrower's local library.

Reference and advisory service will be extended to direct access patrons when possible.

CIRCULATION REGULATIONS

All free printed material must be returned either to the lending or the home library. Pay collection material must be returned to the lending library.

Fines will be levied and collected by the library where the materials are returned. Any patron listed as a direct access delinquent will be denied direct access borrowing privileges until such time as he has cleared this delinquency.

When materials are acknowledged lost by a patron, the price to be charged may include a processing fee. Payment may be made either at the home or lending library.

The lending library will refuse to honor the direct access card of any patron who refuses to pay charges. The patron will be requested to turn in his card for return to his home library.

A PRIME ADVANTAGE of the Nassau Library System is that through shared resources, all of the public libraries of the County can provide reference services deeper and broader than the average local library could afford to maintain.

INTERLIBRARY LOAN... Books may be obtained for local patrons through interlibrary loan and will be delivered to the borrower's home library. The NLS Reference Department is in daily teletype contact with the State Library in Albany, New York, and can obtain books from this source. An added resource is the statewide interlibrary loan network which enables Nassau to call upon 12 of the largest research libraries in New York State for material about specific subjects.

CENTRAL LIBRARY AND SPECIAL COLLECTIONS... Levittown and East Meadow Libraries share responsibility for providing reference service in depth to patrons of all member libraries. Special resources in the fields of Art and Music are at Hewlett-Woodmere, including extensive collections of sheet music, framed art prints and slides. Telephone directories of major U. S. cities may be consulted at Hicksville Library. Close to 200 Automotive Repair Manuals are at Levittown.

GOVERNMENT DOCUMENTS . . . A comprehensive collection of government documents is maintained at the System's Service Center at Roosevelt Field. While requests for materials are ordinarily received through member libraries, patrons are also served in person or by telephone from 9 a.m. to 5 p.m., weekdays. (Telephone: 741-0060)

MICROFILMED MATERIALS . . . . An extraordinary collection of microfilmed newspapers and periodicals (more than 600 different titles, many dating back to the first issue) is maintained by the Nassau Library System. Local public libraries will borrow reels for patrons to use on Microfilm readers in the library.

FOREIGN LANGUAGE BOOKS... Adult books in 17 languages are available for loan from the System Service Center through each local library. The Hempstead Public Library maintains a special collection of materials for children and teachers in grades K through 12 in Nassau County schools — open daily from 9 a.m. to 6 p.m. Spanish speaking readers are especially welcomed at Rockville Centre Library's Spanish Center.

LARGE TYPE AND TALKING BOOKS . . . County residents unable to read conventional print because of physical limitations may register for talking book service through their local libraries. Books in large type may also be borrowed locally for the reader with visual limitations.